DOCUMENT RESUME

ED 074 795 FL 003 414

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TITLE	Reception Areas of Non-English Speaking Pupils: An Extension of Cost Analysis Data.
INSTITUTION	Toronto Board of Education (Ontario). Research Dept.
PUB DATE	May 69
NOTE	14p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Cost Effectiveness; Ethnic Groups; *Maps; *Non English Speaking; *School Demography; Sociolinguistics; Statistical Analysis; *Student Distribution
IDENTIFIERS	*Canada

ABSTRACT

An analysis of the number of non-English-speaking school age children in "reception areas" in Toronto, Canada, provides an approximate indication of the relative sizes of ethnic groups. A "reception area" is one in which the residents have not established patterns of permanent residence. Eight maps illustrating Italian, Portuguese, Greek, Chinese, Polish, Yugoslav, and multi-ethnic reception areas are included. The last map in this collection is of areas with few non-English-speaking students. (RL)

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Reception Areas of Non-English Speaking Pupils: an Extension of Cost Analysis Data

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May, 1969

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The Board of Education for the City of Toronto

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RECEPTION AREAS OF NON-ENGLISH SPEAKING PUPILS: AN EXTENSION OF COST ANALYSIS DATA

Immigrants enter this country at rapid but varying rates. Many settle in urban areas, especially in Toronto. Beyond this point, few definite statements regarding ethnic location can be made. Ethnic breakdowns of Canadian urban areas are made officially every ten years as part of the decennial census. The most recent such census was taken in 1961, and there are no official figures after that date. Under these circumstances, it is desirable for organizations possessing more recent data to record them in permanent form.

In January 1968, teachers of Special English in the City of Toronto were asked to list by name all pupils receiving instruction in English as a second language. The age of each student, the mother tongue, and the hours of instruction being received per week were recorded by the teachers. This information was incorporated into the Cost Analysis of New Canadian Instruction published in February 1968, including a City-wide breakdown of total numbers of various language groups in all schools (public and secondary). The table is reprinted on Page 3. Additional use can be made of this information to indicate where various ethnic groups settle upon their arrival in Toronto.

The following are rough guidelines describing reception areas for Toronto's most populous immigrant groups as of January, 1968 -- the first six groups in Table I. The figures upon which this report is based are out-dated; for example, they were collected before the recent influx of Czechoslovakian immigrants. The number of non-English speaking school-age children is a crude indication of the relative sizes of ethnic groups. Furthermore, "reception areas" -- i.e., areas where most recent arrivals settle, at least temporarily -- should not be confused with "living areas," or areas

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in which more firmly established immigrants have settled more or less permanently. Although it is safe to assume there is some connection between the two, it must be stressed that reception areas only are the subject of this report.

Outlines on the City maps that follow indicate areas in which approximately 80% of the children of a particular language group attended public schools. Secondary schools were ignored because considerations other than location usually determine which secondary school a student might attend. For similar reasons, students attending Main Street School were excluded from this report. Two additional maps indicate multi-ethnic reception areas, and areas in which few or no non-English speaking children were attending school. All maps are accompanied by written explanations.

In drawing the lines, one consistent rule has been followed: lines bisect the spaces between those schools which are included within the bounds of a reception area and those outside it. Some peculiarities have resulted, e.g., included within the area of heaviest Chinese concentration is most of University Avenue, clearly not a place where many people live. Despite such problems, it was decided to follow the consistent rule of dividing areas between schools in half, letting the reader's knowledge of the City aid him in interpreting the results.

In these rough maps, some interesting patterns emerge. It will be noted that the large number of Italian and Portuguese students are heavily concentrated in specific areas; in contrast, the reception areas for Greek students are surprisingly scattered. The Yugoslav population, on the other hand, may not be so scattered as it appears. "Yugoslav" is not a language, a fact that the original questionnaire unfortunately did not take

TABLE I

MOTHER TONGUE OF STUDENTS RECEIVING INSTRUCTION IN SPECIAL ENGLISH*

Mother Tongue	Number of Students (see Note below)
Italian	1497
Portuguese	875
Greek	666
Chinese	502
Polish	157
Yugoslav	157
German	47
Spanish	41
Czechoslovak	32
Hungarian	27
French	26
Japanese	22
English	20
Maltese	16
Arabic	11
Ukrainian	9
Dutch	8
Yiddish	7
Swedish	4
Lithuanian	3
Roumanian	2
Estonian	2
Latvian	1
Russian	1
Other	81
Total	4214

* Research Department. Cost Analysis of New Canadian Instruction. Toronto: The Board of Education for the City of Toronto, 1968, p. 11.

NOTE: Totals in this table differ from totals on following maps as the latter do not include secondary school or Main Street School students.

into account. Thus, no information is available concerning the immediate settlement patterns of Serbian, Slovenian, or Croatian-speaking Yugoslavs.

Readers should note actual numbers of individuals before comparing separate maps. There is a difference, for instance, between 1270 Italian children and 124 Poles. It should be noted also that there were about 76,000 children attending public schools in the City at the time this information was gathered, and in areas where 1000 Italian children were receiving special instruction in English there were many thousands of children who were not.

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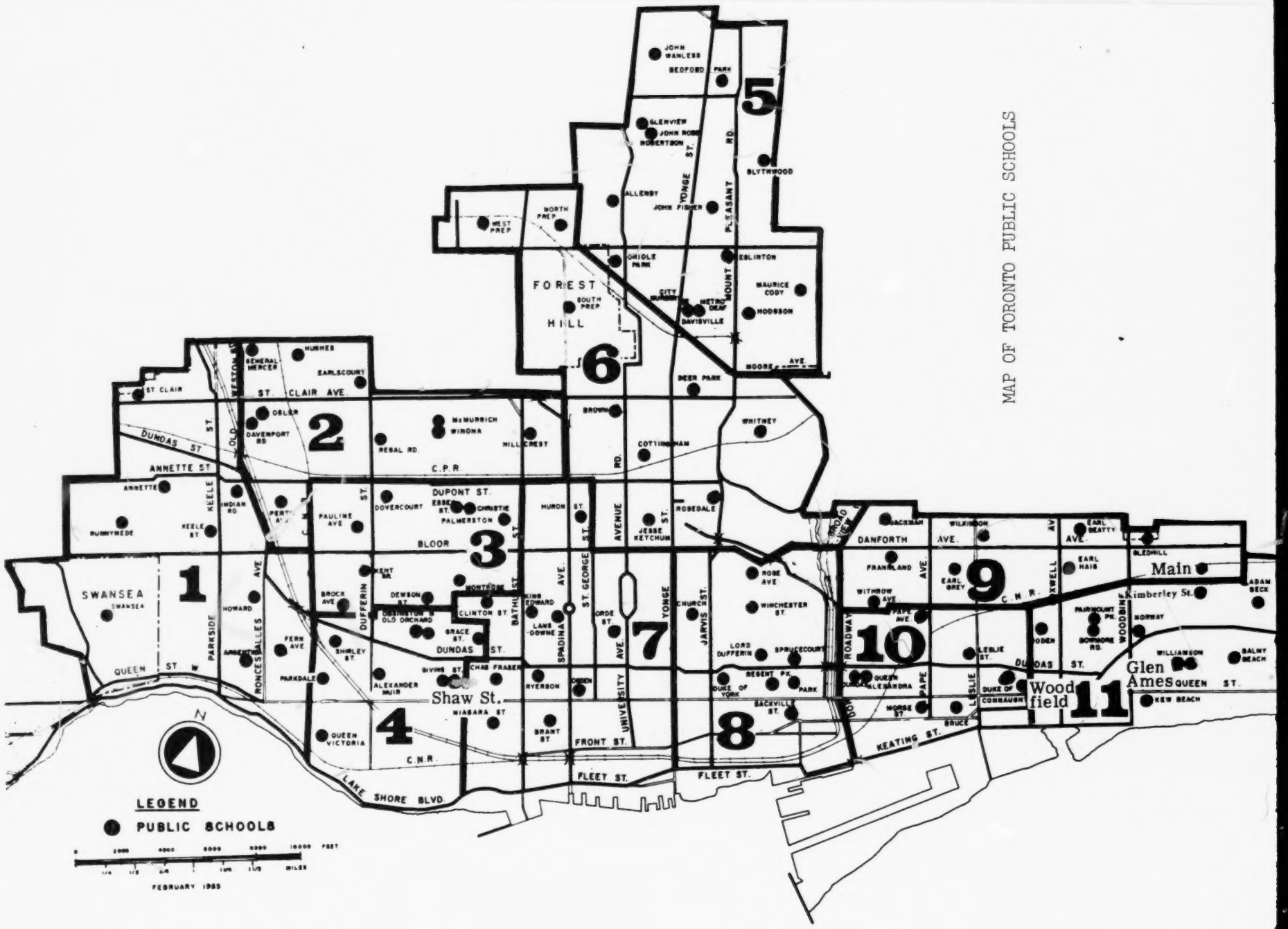
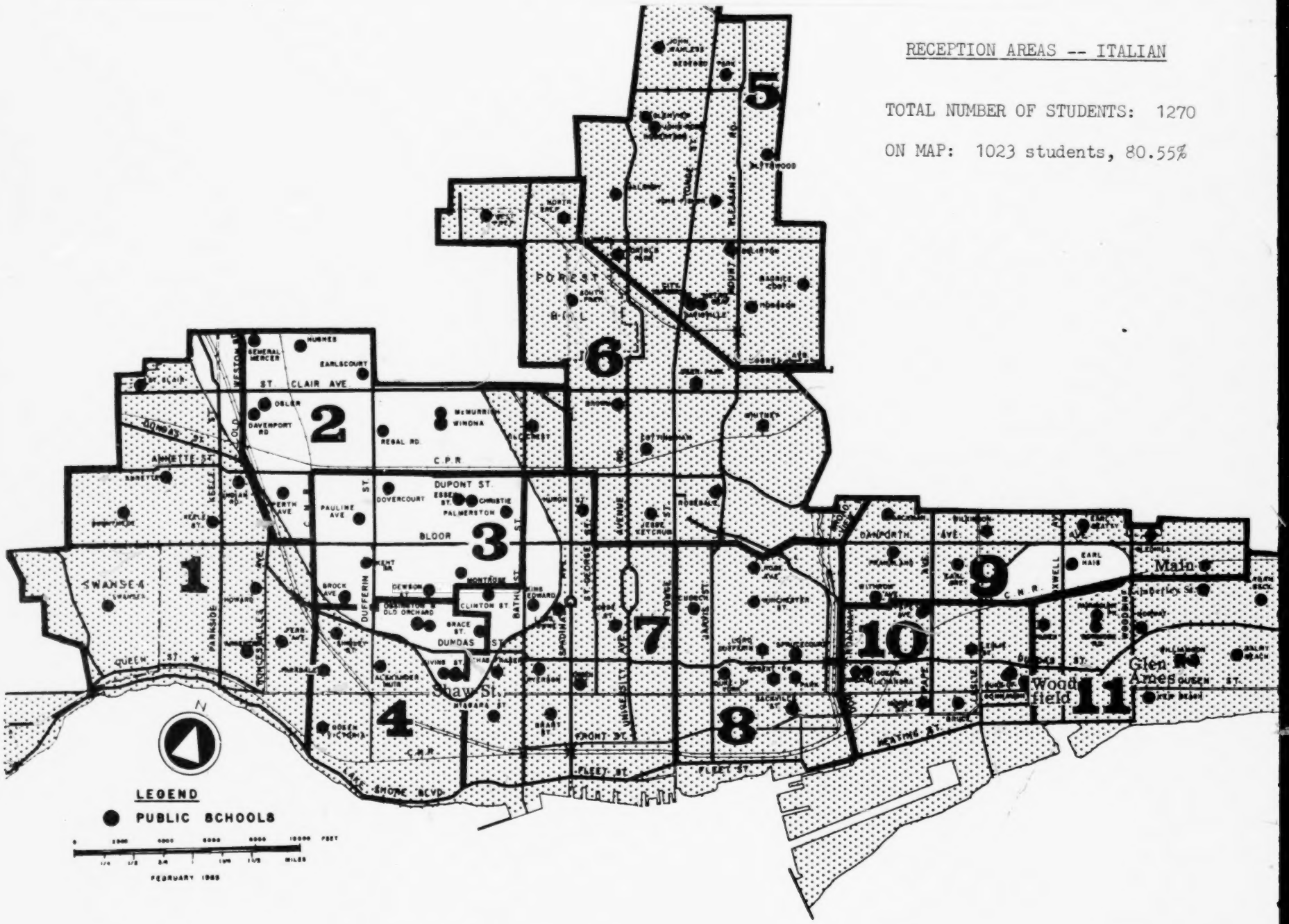
* "The Serbs and Croats are of the same ethnic stock and speak a single language, but because of nationalistic antagonisms deeply rooted in history they often exaggerate the minor regional differences in an attempt to prove that there are two languages. The Catholic Croats lived for centuries under Venetian or Austro-Hungarian rule, while the Orthodox Serbs enjoyed a brief period of independence within the sphere of Byzantium and then were subject to the Turks for five centuries. Consequently the Croat writes his language in Roman letters, calling it Croatian, while the Serb uses the Cyrillic alphabet and calls the language Serbian.... The Croats speak a western type of dialect, but not all Serbs speak eastern dialects. In vocabulary it is possible to point out some words which are specifically Croatian and others which can be called Serbian, yet nearly always where lexical doublets exist, both forms are known and understood all over the country."

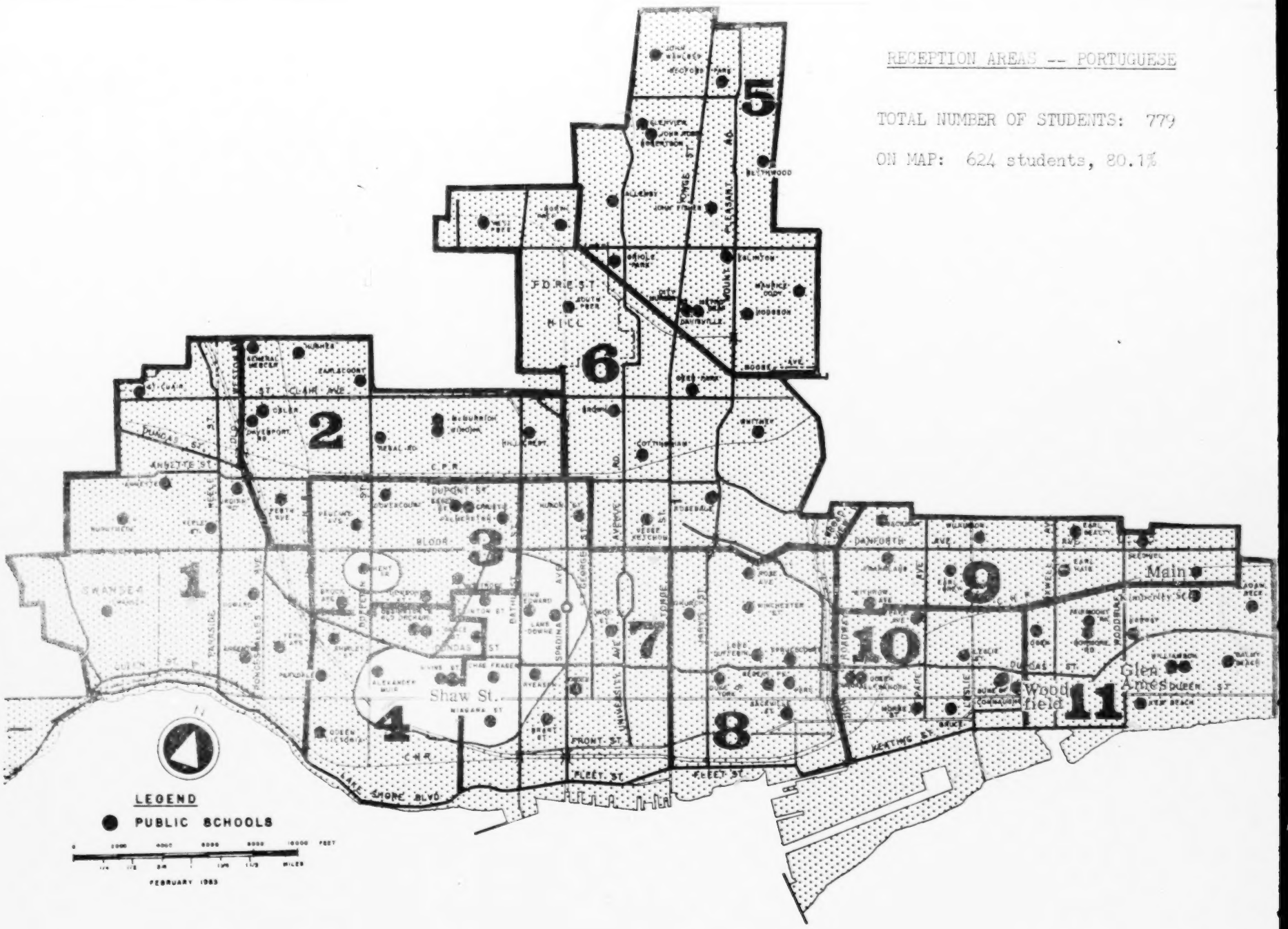
"Serbo-Croatian is joined to its South Slavic neighbours by transitional dialects, in the east and south to Bulgarian and Macedonian, and in the northwest to Slovene. It is closer to Slovene, however, in that both have retained full nominal declensions and vocalic systems which distinguish long from short and rising from falling vowels, whereas Macedonian and Bulgarian have virtually lost the case system and have neither length nor intonation as distinctive features of the vowels."

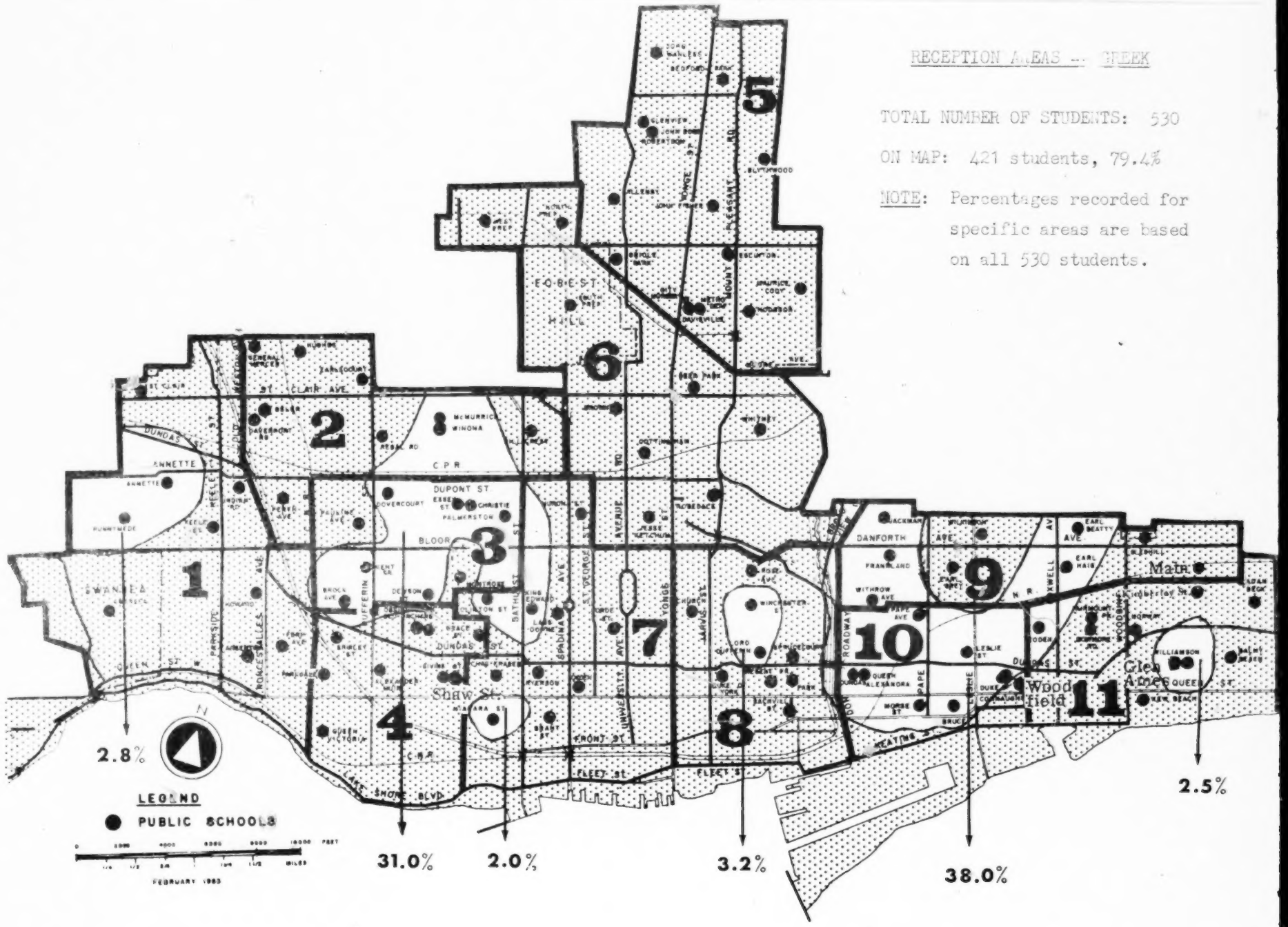
Lunt, Horace Gray. Serbo-Croatian language. In Encyclopaedia Britannica, Chicago ©1968, 20, p. 243.

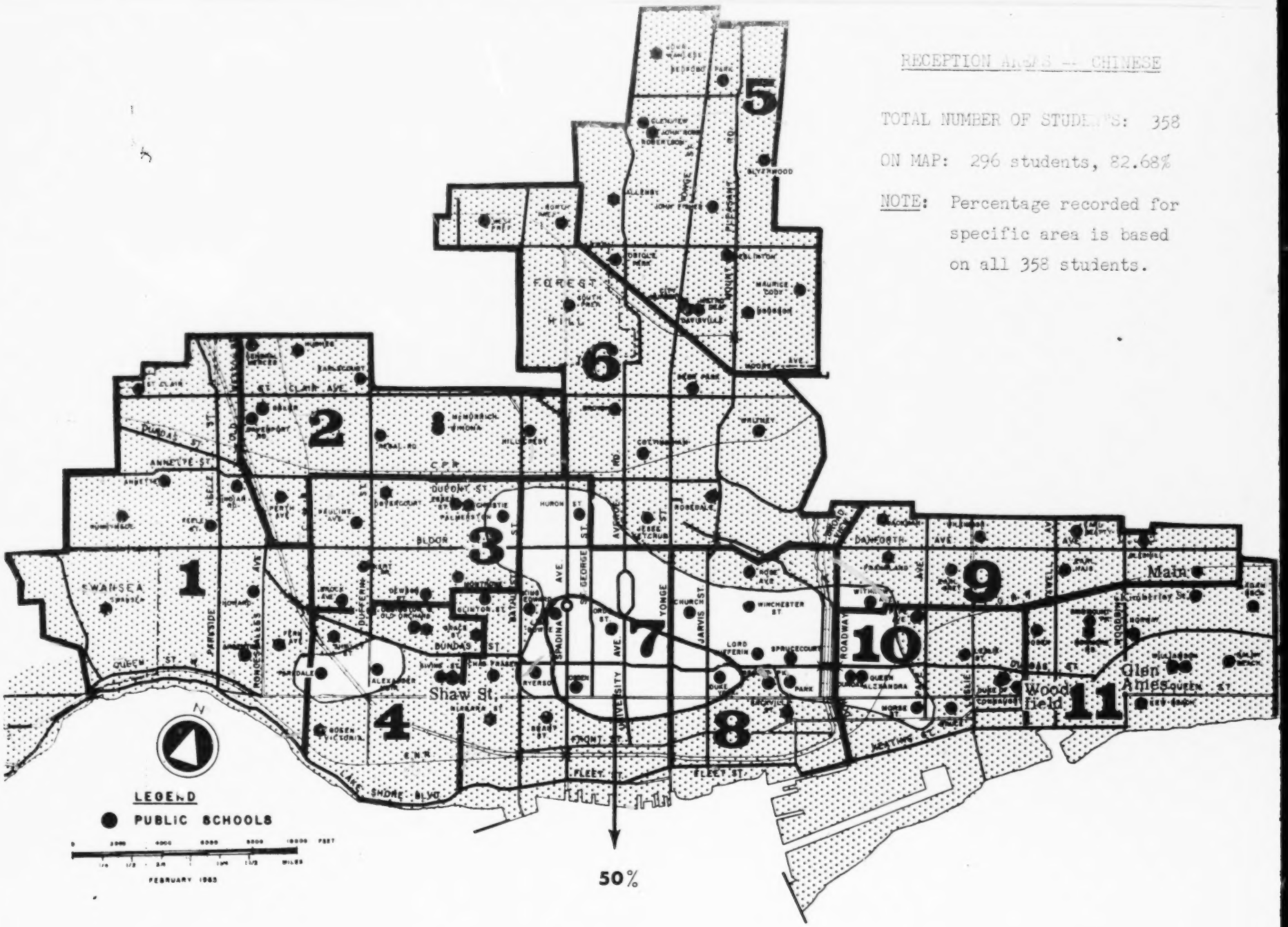
MAP OF TORONTO PUBLIC SCHOOLS




RECEPTION AREAS -- ITALIAN
TOTAL NUMBER OF STUDENTS: 1270
ON MAP: 1023 students, 80.55%
1
2
3
4
5
6
7
8
9
10
11
ST CLAIR AVE
DUPONT ST
BLOOR
DUNDAS ST
QUEEN ST W
FLEET ST
FRONT ST
DANFORTH AVE
Shaw St.
Main
Glen Ames
Woodfield
LEGEND
PUBLIC SCHOOLS
FEBRUARY 1988


RECEPTION AREAS -- PORTUGUESE
TOTAL NUMBER OF STUDENTS: 779
ON MAP: 624 students, 80.1%
1
2
3
4
5
6
7
8
9
10
11
Shaw St.
Main
Glen Ames
Wood field
LEGEND
PUBLIC SCHOOLS
FEBRUARY 1983


RECEPTION AREAS -- WEEK
TOTAL NUMBER OF STUDENTS: 530
ON MAP: 421 students, 79.4%
NOTE: Percentages recorded for specific areas are based on all 530 students.
1
2
3
4
5
6
7
8
9
10
11
2.8%
31.0%
2.0%
3.2%
38.0%
2.5%
LEGEND
PUBLIC SCHOOLS
FEBRUARY 1983

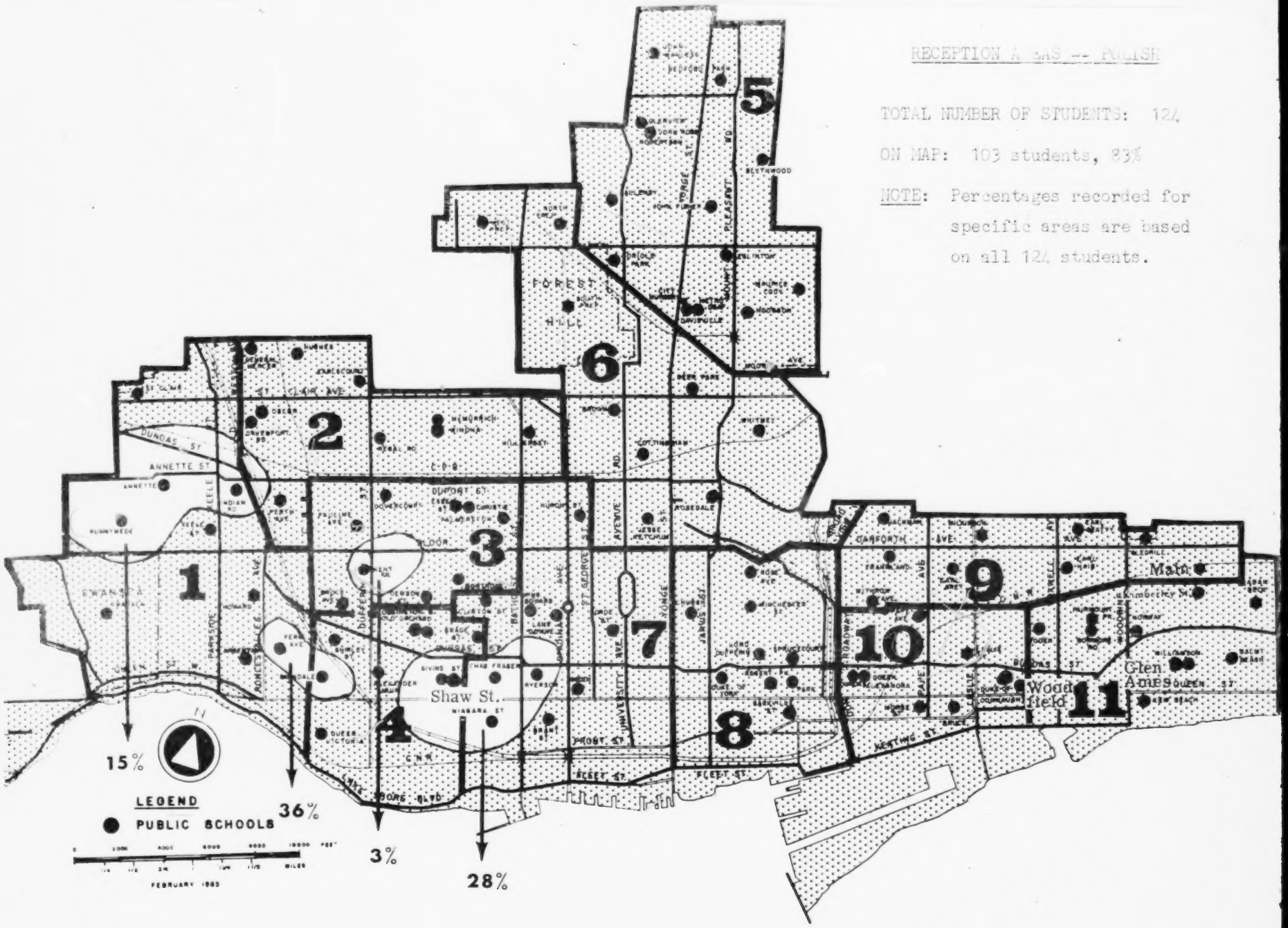

RECEPTION AREAS -- CHINESE
TOTAL NUMBER OF STUDENTS: 358
ON MAP: 296 students, 82.68%
NOTE: Percentage recorded for specific area is based on all 358 students.
1
2
3
4
5
6
7
8
9
10
11
Main
Glen Ames
Wood field
Shaw St.
FOREST HILL
SWANSEA
LEGEND
PUBLIC SCHOOLS
FEBRUARY 1983
50%

RECEPTION A SAS -- POLISH

TOTAL NUMBER OF STUDENTS: 124

ON MAP: 103 students, 83%

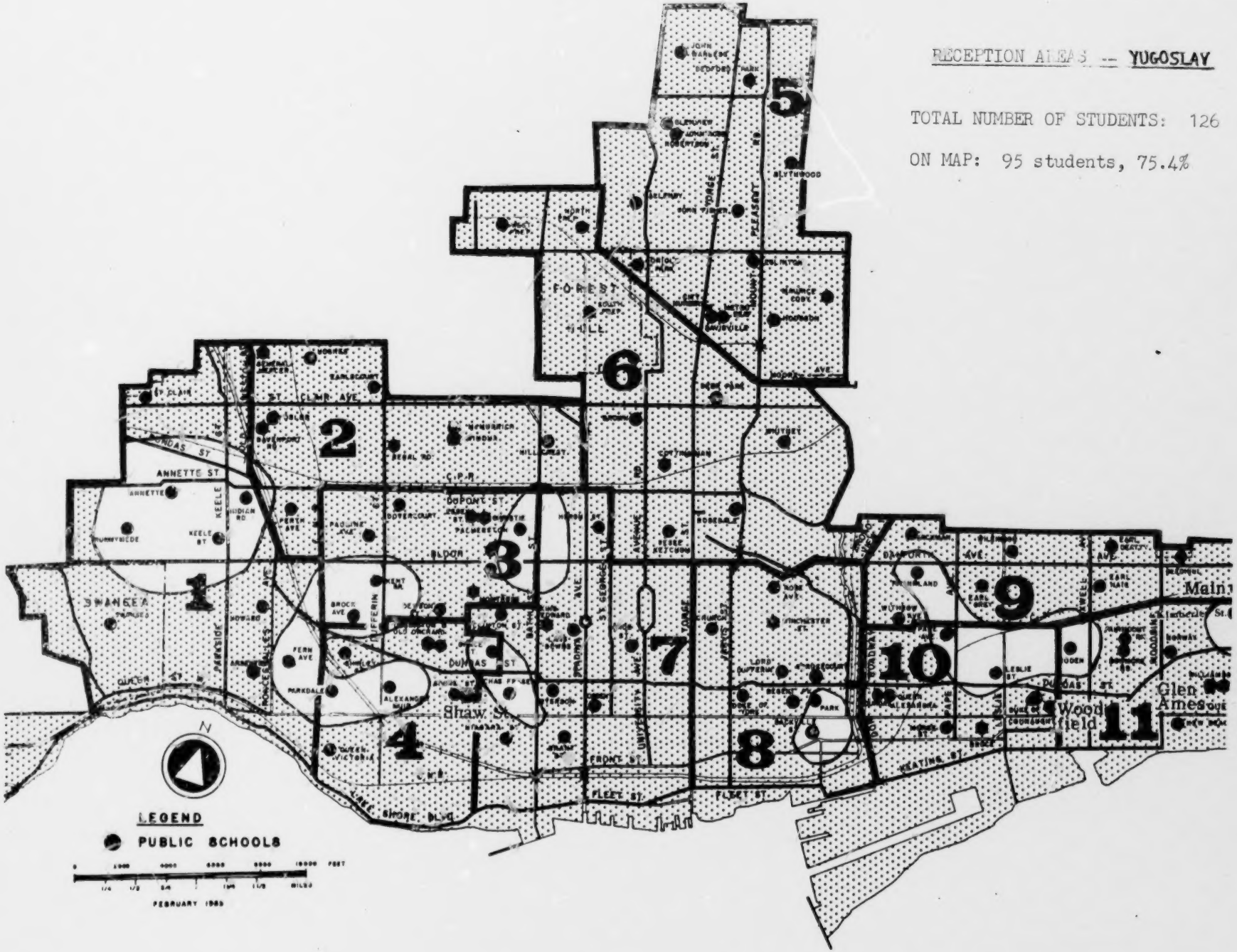
NOTE: Percentages recorded for specific areas are based on all 124 students.



RECEPTION AREAS -- YUGOSLAV

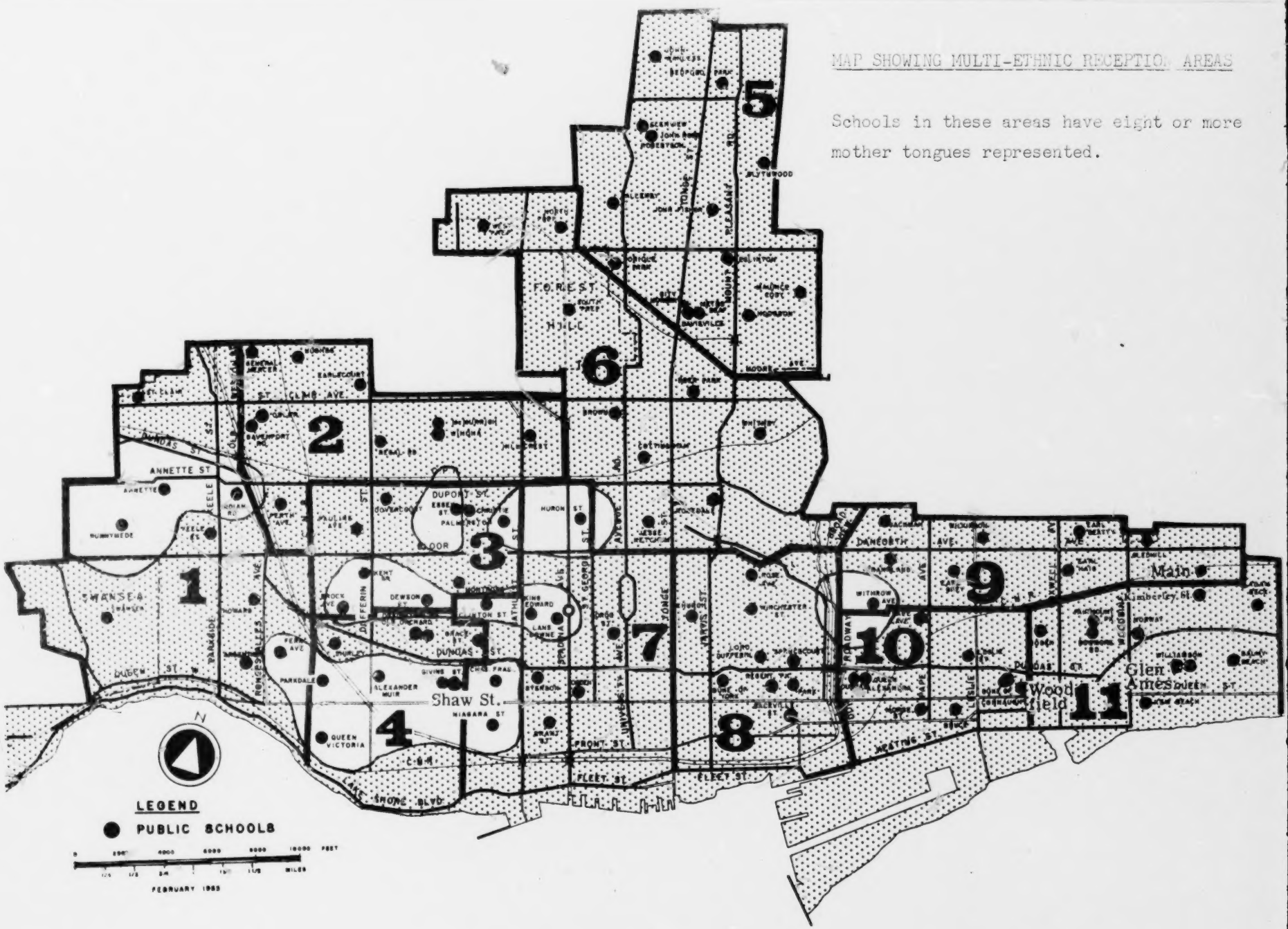
TOTAL NUMBER OF STUDENTS: 126

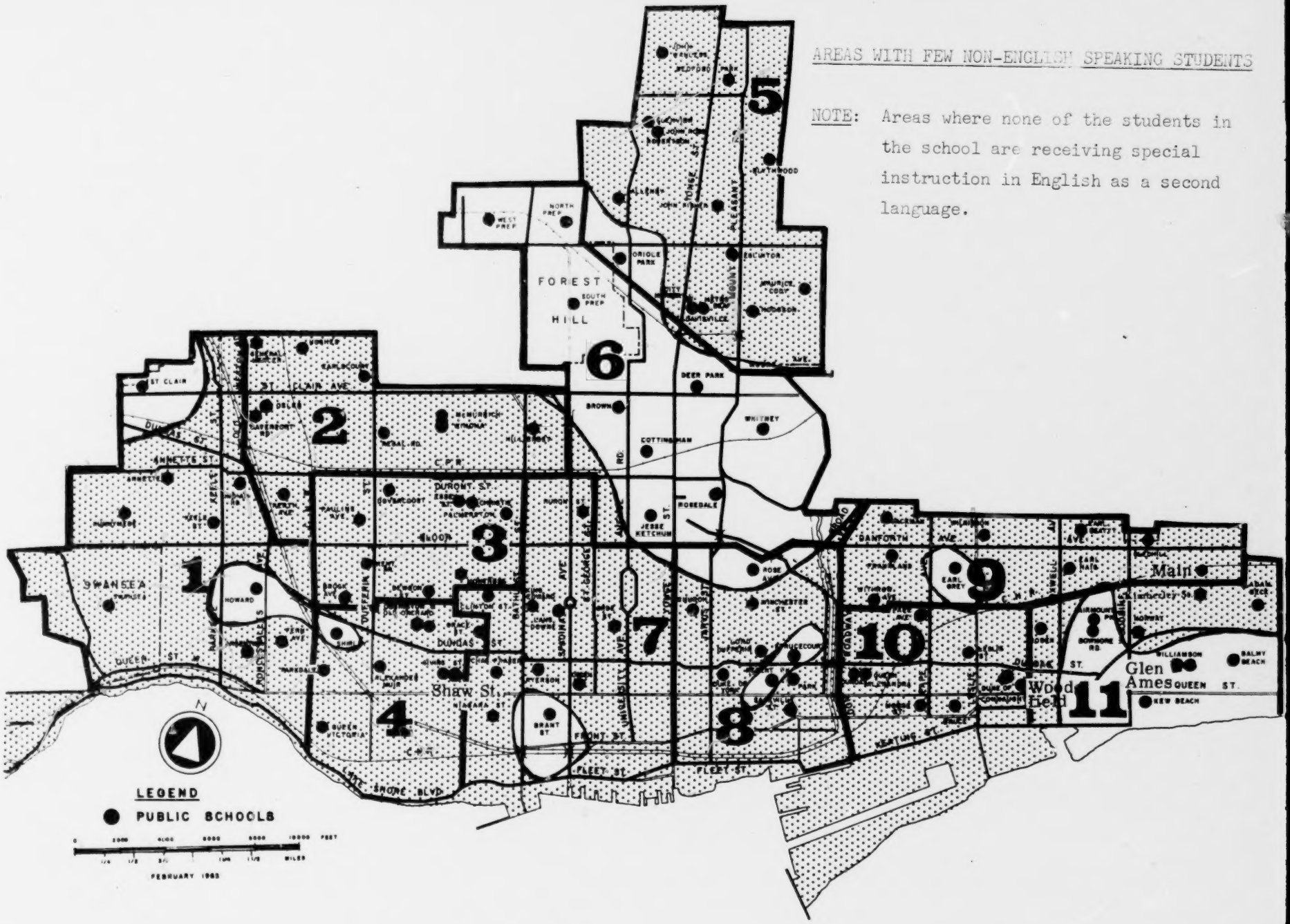
ON MAP: 95 students, 75.4%



MAP SHOWING MULTI-ETHNIC RECEPTION AREAS

Schools in these areas have eight or more mother tongues represented.




AREAS WITH FEW NON-ENGLISH SPEAKING STUDENTS
NOTE: Areas where none of the students in the school are receiving special instruction in English as a second language.
FOREST HILL
SWANSEA
Shaw St.
Wood Field
Glen Ames
Main
LEGEND
PUBLIC SCHOOLS
FEBRUARY 1963